

MANITOBA *School Counsellor*

FALL 2019

**Methods that Winnipeg counsellors are utilizing
when counselling Indigenous youth**

**How Indigenous Focused Oriented Therapy
can help students find themselves**

The three principles of a trauma-informed approach





BOOTH
UNIVERSITY
COLLEGE

WHEN OTHERS
TURN THEIR BACKS, LEAN IN.



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EDUCATION FOR A BETTER WORLD

MANITOBA School Counsellor

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MESSAGE FROM THE PRESIDENT OF MSCA

John Hasenack

Welcome back to the 2019/2020 school year! I hope you had a restful and re-energizing summer and are ready to tackle your challenges this year. I am happy to represent you for the first time as president of the Manitoba School Counsellors' Association.

Our executive for the 2019/2020 year is as follows:

President: John Hasenack

Treasurer: Jennifer Stewart

Secretary: Jennifer Streilein

Social Media Representative: Shamain Hartman

Professional Development Coordinator: Danielle Savage

Awards Coordinator: Carolynne Pitura

SAGE is on October 25 this year and we have a couple of great presenters. One presenter only has 80 seats available, so please go online and register early. If you are not attending our SAGE, we also offer memberships at msca.mb.ca/membership.html that offer the advantage of our magazine, and reduced prices for member events.

A couple of our presenters, Megan Land McCarthy and Sara Tarrant, will cover Trauma Informed Classrooms. It is a full day-workshop that assists school personnel in becoming trauma informed. The workshop will cover the following topics:

- Overview and prevalence of trauma
- Understanding the connection between attachment and trauma
- How trauma impacts the brain
- Understanding student behaviour through the trauma lens
- Understanding what trauma looks like in the school setting
- Understanding how trauma impacts student learning
- Practical strategies for supporting children and youth with trauma in the school setting

Our second presenter is Shelley Murphy, who will present on mindfulness. Mindfulness has been shown to strengthen resilience to stress, executive functioning, self-regulation, empathy and perspective taking, academic performance, and mental health. This interactive workshop is designed for participants interested in learning about school-based mindfulness approaches for cultivating habits of mind that are central to learning, social, emotional and cognitive development, and overall well-being.

I look forward to serving you this year! ♦



Manitoba ambassador of Hope, Rain as a part of the #IndigenousYouthRise series. Photo by Red Works Photography.

Stronger together

WE MATTER PROVIDING SUPPORT AND LIFE PROMOTION TO INDIGENOUS YOUTH

We Matter is an Indigenous youth-led not-for-profit organization committed to youth support and life promotion. Our main campaign is the We Matter Campaign, which first launched in 2016 with a handful of video messages from Indigenous role models directed to youth to remind them that no matter how hopeless life gets, there is always a way forward. Since then we have collected hundreds of videos that can be used as a place for Indigenous youth to turn, and as a resource on our website, social media pages, and in our materials.

Last year we launched three brand-new toolkits for support workers, teachers, and youth. These toolkits use the We Matter videos, special video lessons from the We Matter co-founders, discussions, exercises, love, culture, and

support as a way to start conversations on hope and healing with Indigenous youth. We also offer mini toolkits and lesson plans: Indigenous curriculum on hope and healing. All of our materials are easy to use and can be sent at no cost to communities along with some posters, social media outreach cards, and USBs.

Many of our materials were created to be used by youth themselves, such as our mini-toolkits, youth toolkit, and the #HopePact. The #HopePact is a pact that Indigenous youth across the nation can take, uniting them in a national movement. It is a reminder that you are never alone in what you are feeling or experiencing. Youth who take our #HopePact are connected by these four agreements:

- 1) Believe that no matter how hard life gets, there is always a way forward
- 2) Ask for help when I need
- 3) Honour the strength within me
- 4) Show support and kindness to those around me

As an Indigenous youth-led organization, we believe in empowering youth to be the changemakers in their own communities. Apart from being able to access our materials for themselves, we've been working towards creating



more opportunities for Indigenous youth to be leaders in their own communities. That's why this year we launched our Ambassadors of Hope Program. The Ambassadors of Hope are Indigenous youth between the ages of 16 to 26 who received training at our #HopeForum in Winnipeg, MB back in May. The Ambassadors of Hope can deliver workshops and presentations in schools, centres, and events in their own regions.

If you're interested in receiving any of our materials or learning more about the programs we offer, email info@wemattercampaign.org, or visit wemattercampaign.org.

Thank you for helping us support Indigenous youth, and remember we're #StrongerTogether. ♦



The We Matter Campaign first launched in 2016 with a handful of video messages from Indigenous role models directed to youth to remind them that no matter how hopeless life gets, there is always a way forward.



Former school guidance counsellor Charisse Cyr says that the majority of students at R.B. Russell Vocational High School are Indigenous.



Leigh Brown, guidance counsellor at Daniel McIntyre Collegiate Institute, uses the Medicine Wheel method with Indigenous and non-Indigenous students since it helps them look at their problems from all four directions.

Sharing & healing

METHODS THAT WINNIPEG COUNSELLORS ARE UTILIZING WHEN COUNSELLING INDIGENOUS YOUTH

BY SHAYNA WIWIERSKI

“I saw growing up how she connected with students and I was proud of the impact she had. As I was growing up and seeing this, I felt like this is what I wanted to do” – Charisse Cyr

School counsellors have the unique opportunity to work with many children from different backgrounds and ethnicities and adapt their teachings accordingly.

According to a Statistics Canada report from 2018, Winnipeg has the largest Indigenous population of any population centre in Canada. In fact, there are over 92,800 Indigenous people living in the census metropolitan area of Winnipeg, and as of 2016, one-in-four children in Canada under the age of 15 years old is Indigenous.

The Winnipeg School Division (WSD) is the city's largest school division with over 78 schools and 33,000 students. Within the division, 25.6 per cent of students from Kindergarten to Grade 12 living with their parents/guardians have self-declared themselves as

Indigenous or were band-sponsored students, according to the WSD.

A number of schools in the division have a large population of Indigenous students, including R.B. Russell Vocational High School on Dufferin Avenue. Former school guidance counsellor Charisse Cyr says that the majority of students in the Grade 9 to 12 school are Indigenous.

Cyr, who's background is Ojibwe, had worked for the Winnipeg School Division for a couple years (she is now the intervention support facilitator for the Manitoba First Nation School System) and previously came from being an elementary school counsellor in a First Nations community. She says she got into the profession since her mother was a teacher and counsellor as well.

“I saw growing up how she connected

with students and I was proud of the impact she had. As I was growing up and seeing this, I felt like this is what I wanted to do,” says Cyr, who has a Bachelor of Arts from The University of Winnipeg and a Bachelor of Education and Masters in Guidance and Counselling from Brandon University. “My mom still to this day will meet up with students she taught 10, 20 years ago and they are still so happy to see her. So I feel like she has really made an impact and that's what I want to do, be someone who makes a difference.”

Cyr had previously been an elementary school counsellor prior to working at R.B. Russell and says that when you are working with younger children the focus is more on social skills and learning the basics, such as how to be a good friend and how to regulate emotions. Now that she has worked with middle and high

school students, a big focus is preparing them for adult life and the skills they will need in the real world.

Coming from an Indigenous background herself, Cyr says that she wanted to help students succeed, especially because of the inter-generational trauma associated with Indigenous culture. In general, she mentions that Indigenous students are a little more reserved, and to overcome this, she focuses on connection. An approach she uses is the Medicine Wheel, which considers spirituality important to healing. The Medicine Wheel looks at the spiritual, physical, emotional, and mental wellbeing of the student and works in a balanced, holistic method.

Leigh Brown, guidance counsellor at Daniel McIntyre Collegiate Institute, also uses the Medicine Wheel to help Indigenous children while in counselling sessions. She says that she uses this method with Indigenous and non-Indigenous students since it helps them look at their problems from all four directions.

"We talk about how they're feeling, physically if they have any injuries or pain, physical pain, if that's something that's bothering them, then we look at the mental approach," says Brown, who is culturally Metis. "Mental health is a huge thing for all students, not just Indigenous students. We do a lot of mindfulness around that."

Brown's first job in education was at Children of the Earth High School as a classroom teacher, so she worked closely with Indigenous students. Once she made the move to Daniel McIntyre, she started up an Indigenous math cohort, which helps students become better at math.

"Historically, Indigenous students, for whatever reason, tend to not be as successful in math, particularly

by the time they get to high school," says Brown, adding that she does this program in addition to her counselling role. "Of course, this is a generalization, not all students are bad at math, but we wanted to do something to improve the statistical results of Indigenous students."

At R.B. Russell High School, Cyr says that they have sweat lodge ceremonies which are guided by an elder or knowledge keeper so students learn traditional teachings. They also smudge, and students have the opportunity to take part in divisional cultural activities and field trips. Cyr also shared past experiences with girls who were having a hard time with their relationships and friendships, so she started a group which brought them together for a sharing circle.

"We talked about parts of the Medicine Wheel, what that means to be balanced and connected and how you feel as a person when all of that is working in a

positive way," says Cyr, who mentions that she has crossed paths with some of the girls she worked with in the past and how they told her how valuable she was with helping them. "Sometimes you don't know how much of an impact you are making until years later you see students you worked with, so you never know if it's really getting to them. It's nice to see and hear later that you have made some sort of impact."

Brown also mentions that having those connections with students has not only been a positive thing in their lives, but also in hers.

"My greatest joy is working with Indigenous students and seeing them reach their potential. To see them become strong, empowered young leaders in the community," says Brown. "That's our hope for all our students, but I do have a special place in my heart when Indigenous students do well and reach beyond their expectations." ♦



A deeper sense of meaning

HOW INDIGENOUS FOCUSED ORIENTED THERAPY CAN HELP STUDENTS FIND THEMSELVES

BY SHAYNA WIWIERSKI

“The Indigenous Tools for Living program doesn’t teach people how to become counsellors. It teaches people how to situate themselves and work with complex trauma as front-line workers,”

– Shirley Turcotte

There is more than one way in dealing with healing. As counsellors, one must learn multiple ways in dealing with individuals, whether that’s through western techniques or ways that get in touch with deeper cultural meanings.

The Justice Institute of British Columbia (JIBC) is one of Canada’s leading public safety educators. The public post-secondary institute offers internationally recognized education that leads to certificates, diplomas, bachelor’s degrees, and graduation certificates. One of the programs JIBC offers is Indigenous Focusing Oriented Therapy (IFOT), which is a more Indigenous-focused version of Focusing Oriented Therapy, a body-centred and person-centred approach to healing. This form of counselling is effective in the treatment and healing of complex and intergenerational trauma and those who experience genocide.

The course was developed by Shirley Turcotte, a Manitoba Metis who grew up in Peguis First Nations. Turcotte is a Metis knowledge keeper and registered clinical counsellor who works internationally with survivors of childhood abuses, torture, and complex traumas, including Residential School Syndrome. She developed IFOT over more than three decades, and the focus of the program is to address trauma resulting from residential schooling, the child

welfare system, and the contemporary aftermath of colonization in Canada. The program, of which there are numerous instructors, is taught all across North America.

“It’s a body-centered psychotherapy,” says Turcotte. “We focus on how the struggle of whatever the client is bringing in the room, how that struggle is experienced in the body and how we connect to that. It’s what’s called the ‘felt sense’.”

Turcotte says that the felt sense is different from a feeling, it’s how your body experiences whatever struggle the client is dealing with and that bodily experience is connected into all their relations. It’s connected into their ancestral knowings, their experiential knowledge, and connects into all of life and land. By tracking the felt sense, they can find the connections that would help the client resolve whatever the struggle is. The focus is on orders of attachment, rather than on attachment disorders.

Turcotte brings up an example of having a client come in feeling suicidal. They would make a space so that the feeling of wanting to die is happening and rather than getting into what is going on in their lives, they would go to a place in their body where they are experiencing the wanting to die sensations or felt senses.



"As we move into that more deeply, into that deep wanting to die place, we would work on opening that to see if that's an old place. Is it a new place? Is it something they are carrying, something they are sharing? Often as you track that you'll find that deep, overwhelming powerful felt sense of wanting to die," says Turcotte. "When you unpack it, you can see it possibly has a lot of places to it. It's not all about the client; some of that might be something they are carrying for someone else, some of that might be what's happening in the community. What they begin to see is that the felt sense is more than just them."

Very often, the felt sense is a collective space which has different places in it. There might be different relationships with land-based medicines that may emerge, such as cedar, water, or different Indigenous medicine, required for different parts of it. Together, the client and counsellor looks at what the place needs and Turcotte says that often it's part of a larger picture. The collective and complex felt sense could need addressing in many layers. Part of it could be a flashback, or something more intergenerational or ancestral.

"That generational trauma along with it has a lot of wisdoms, medicines, ancestral conversations that can be really helpful to the client that's sitting in the room to deal with what's going on with their life right now," says Turcotte, adding that they look at it as an opportunity for intergenerational experiential knowledge that can help the

client in their current life. They don't re-live trauma, rather they have clients go to those places in time to collect the intergenerational knowledge that could be helpful for their lives now.

The IFOT course currently has a three-year waiting list and they have over 25 instructors across the country that teach it. Turcotte says they train a lot of people in the Canadian territories so that companies no longer have to fly in therapists from other regions. Overall, the course has had a huge impact in local communities since they can build their own wellness programs and they have the means to be able to deal with the complexities on the ground.

"The outcomes for clustered suicide go down and the outcomes for wellness go way up, plus they are handling it themselves, which also means that they create jobs for their people," says Turcotte.

For the education context, school counsellors who take the IFOT program gain skills that can benefit the students who have residential school histories, so they are able to better manage their triggers and have more successful education outcomes.

Because of the high demand for the course, they also offer another course, Indigenous Tools for Living, which is beneficial for school counsellors since it would help them bring an Indigenous cultural approach to what they are doing in the school with the children or the students themselves.

The Indigenous Tools for Living course is made up of six baskets for various traumas. Each basket has a component for wellness and gives various tools that counsellors can use to design them to fit a specific community.

"The Indigenous Tools for Living program doesn't teach people how to become counsellors. It teaches people how to situate themselves and work with complex trauma as front-line workers," says Turcotte.

Both courses are offered by the JIBC and Alannah Young, instructor at the JIBC, says that they don't need to advertise the programs since they are booking so far in advance. Both Young and Turcotte stress that the client themselves hold all their territories and intergenerational relationships, and what they do as instructors is to witness that and reflect it back to the client so the client is aware of their own inherent wellness. Turcotte mentions that their focus isn't on feelings, it's about an interconnected relational wellness place. Clients find their own solutions and also unpack what they've been holding and carrying.

"All of their intergenerational knowing is right there within them. All their resources, all of their territorial knowings, all of their experiential knowledge is sitting within the client. Our job as instructors is to help facilitate their awareness of that so they can find all of their own medicines and knowings, which brings them to health very quickly," says Turcotte. "We bring out their knowing and it's amazing what wellness sits underneath the colonial blanket of oppression. Indigenous peoples are pretty well underneath everything that has happened. They are extremely knowledgeable, but often they aren't aware of that. They are their own medicine, so our job is to deeply help them find themselves; their connections, their medicines, and their ancestors... whatever is there to help facilitate their wellness."♦

TREATY RIGHT AND ABORIGINAL TITLE

BY SEAN HANNAH

What are Treaty Rights?

First Nations peoples whose ancestors signed peace treaties with the colonial and Canadian governments have treaty rights. The treaties were signed in exchange for land to be enjoyed by mainstream Canadian society.

No two treaties are identical. The treaty rights of an individual treaty First Nation person will depend on the precise terms and conditions of the treaty that their First Nation government signed. Treaty rights typically provide for reserve lands, annual payments, and hunting, trapping, gathering, and fishing rights.

First Nations treaty members receive \$2, \$3 or \$5 per year in treaty payments.

Treaty costs are small in comparison to the gifts enjoyed by Canada during colonial settlement and the building of Canada. These gifts continue into present day.

There is a common misconception that treaties are offered by the Canadian government to be nice. Treaties form a legal relationship between First Nations governments and our Canadian government.

In 1876, our Canadian government passed the Indian Act to put into law our

federal government's responsibilities to First Nations peoples and lands reserved for First Nations governments.

What is Aboriginal title?

Aboriginal title exists on land that was historically used and possessed by Indigenous peoples. Indigenous communities have exclusive use and occupation of lands that has Aboriginal title.

The Supreme Court of Canada legally defines Aboriginal title as "the right to exclusive use and occupation of land. To prove Aboriginal Title, a group must establish that it exclusively occupied the land in question when the Crown asserted sovereignty over the land".

The Supreme Court of Canada recognized Aboriginal title in the 1997 Delgamuukw Decision.

Key facts about Aboriginal Title

- Only federal and provincial governments can infringe upon Aboriginal title.
- Aboriginal title includes surface and sub-surface rights.
- Aboriginal title cannot be extinguished without consultation and compensation.
- Only the federal government has the power to legislate for First Nations and their lands.
- Legislation, which purports to extinguish Aboriginal title, must evidence a clear and plain intention to do so.

Aboriginal title can be infringed by governments, but only if the infringement is justified. In examining whether the infringement is justified, the court will look at consultation with the Indigenous

group, the degree of infringement, impacted community membership consent, and whether compensation was paid.

What are Aboriginal rights?

Aboriginal rights protect the existing activities and traditions of all Indigenous peoples in Canada. Aboriginal rights include the right to use land to hunt, fish, trap, gather, and other important social and ceremonial practices.

Commercial activities may also be an Indigenous right if the commercial activity was important to the Indigenous society before European contact.

Before the Constitution Act 1982, Aboriginal rights existed as part of common law and the government could and did extinguish Indigenous rights at will. Aboriginal rights can no longer be taken away.

Aboriginal rights are not absolute; they can be infringed. However, Aboriginal peoples must be consulted about land use decisions that affect their Aboriginal rights.

Aboriginal rights extend to First Nations, Métis, and Inuit.

For more information, please email info@indigenousawarenesscanada.com, or call 403-875-3585. ♦

Map of treaties.



Map of Aboriginal rights.



THREE PRINCIPLES of a trauma-informed approach

BY VICKI ENNS

You have probably heard a lot of buzz around being trauma-informed, as it's a term that is becoming increasingly embraced. Many organizations are actively seeking out ways to ensure their programming and services are fit for this label, which means they are engaging in the following pillars of trauma-informed care:

- Awareness of the prevalence of trauma and how common it is for all people.
- Recognition of the signs of traumatic impact and how the survival stances of fight, flight, or freeze may show up in the people they serve, support, or work with.
- Engagement in taking steps to avoid re-traumatizing people while supporting healing from past traumatic experiences.

A trauma-informed approach is relevant for any setting because the impact of trauma can show up in people's day-to-day lives more often than is typically recognized, and in a variety of different ways.

In order to be trauma-informed, we must shift our judgement to curiosity and ask, "I wonder what happened to this person?" Being aware that someone may have a background of trauma will allow us to make sense of fight, flight, or freeze reactions. Our active steps of support can transform interactions into experiences of reparative connection and healing.

Whether we know if someone has a history of trauma or not, there are key principles we can follow to ensure the way we interact and offer our services



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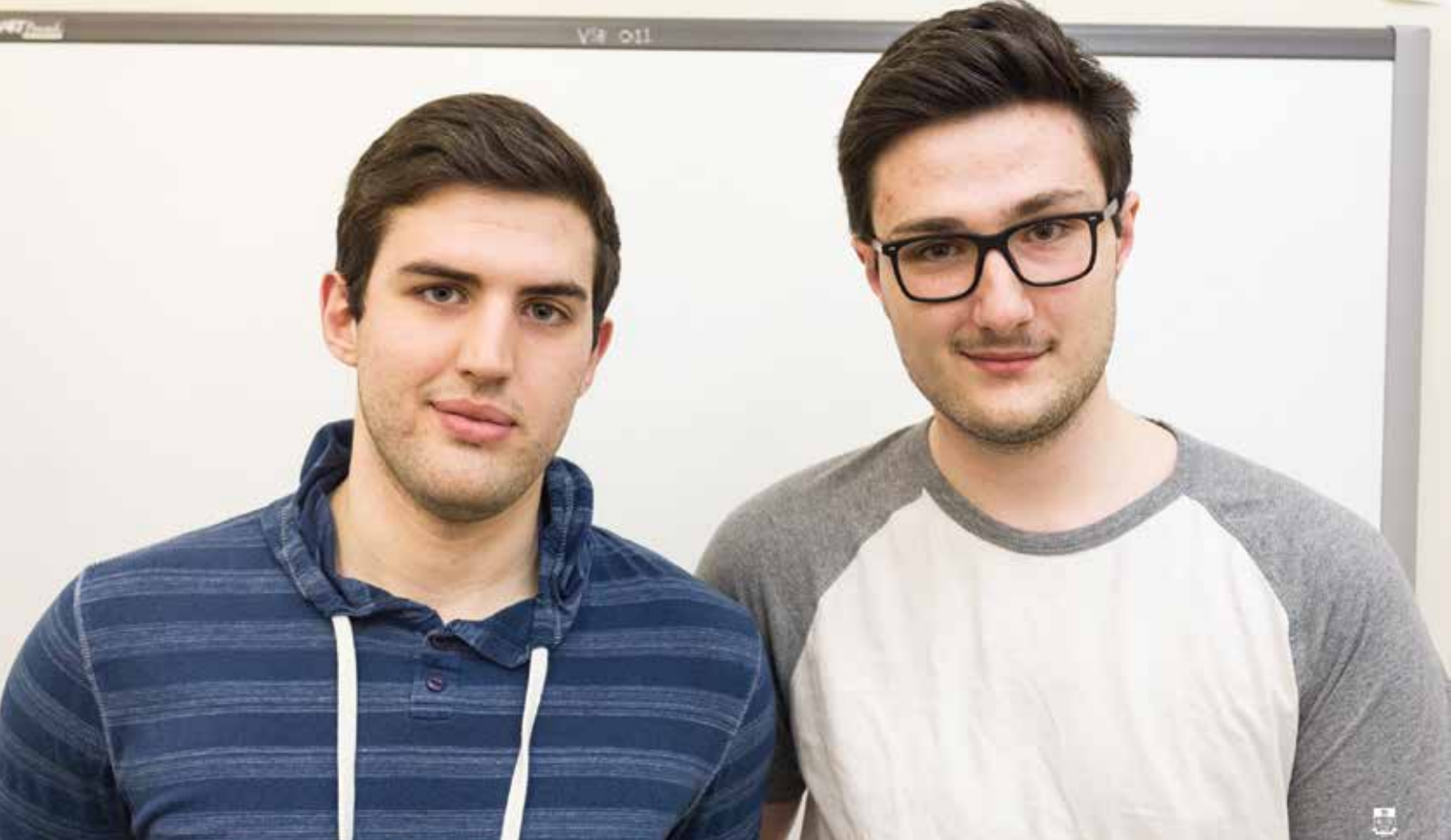
embodies a trauma-informed approach:

- Safety and trust. Offer your support using words and body language that convey respect, calmness, and an open, patient acceptance of the other person. Ask yourself, "How could this behaviour make sense as a reaction to past trauma?" and "What might this person need in order to avoid reliving their trauma in the future?"
- Choice and voice. Ensure the person has all the necessary information for any decisions they are being asked to make. As much as possible, let people choose what happens to them or their own pacing for how to move forward. Ask for their opinions and proactively encourage questions.
- Strengths and resilience. Recognize the unique strengths and resilience in the person. Practice seeing that all behaviours are adaptive in the right context. For example, explain how fight, flight, or freeze reactions are sometimes the best responses for

survival in the face of an actual threat. Recognize that the person has survived past trauma, and therefore they have strengths to harness. Validate them and be curious about acknowledging the strengths inherent in the person's story.

When we embrace these guidelines for how we do our jobs – and how we interact with people in general – we can contribute to increased health and well-being for everyone. Being trauma-informed not only has a positive effect on those we help and support, it will also make each of us better at what we do, and more effective in our work overall. ♦

*Vicki Enns, MMFT, RMFT is the clinical director of CTRI and editor and co-author of CTRI's book, **Counselling Insights: Practical Strategies for Helping Others with Anxiety, Trauma, Grief, and More.***



Curtis and Nicolas Laclerc.

Two paths to Access the University of Manitoba



Two Extended Education at The University of Manitoba (U of M) programs now support high school students to better prepare for post-secondary studies, showing them the possibilities and encouraging them to pursue them. For future U of M students, these programs are pathways to the Access Program, providing them with holistic support during their university studies.

Youth Leadership pathways to post-secondary

"There is certainly a gap between high school and post-secondary education. Based on our experience

with the Access Program, we are more aware of this gap and have a better understanding of students' needs. It is our hope the Youth Leadership Program will help to minimize the gap and better prepare students to transition to post-secondary studies in Winnipeg," says Adrienne Carriere, academic specialist for community-based programs, Extended Education, U of M. "It's important to note, students will also earn a university credential, a Letter of Accomplishment (LOA)."

Youth Leadership is running from September 2019 to May 2020. Ongoing future delivery is contingent on securing additional funding. The

program is offered as a partnership between Extended Education and Community Education Development Association Pathways Program, the organization identifying and nominating the Grade 11 and 12 students who will participate. These youth come from inner-city schools and often require additional supports due to a variety of systemic and personal barriers.

"Youth Leadership is a holistic program designed to promote and enhance personal, academic, and leadership skills. The courses will be delivered by elders, instructors, and guest facilitators, and the curriculum is grounded in Indigenous ways of knowing," says Carriere. "It's really important to support students in a relevant and meaningful way that facilitates a smoother path to achieving their personal and professional goals. This is a good feeder program for students who want to pursue post-secondary education after high school."

Health Career Quest Summer Camp

Six years ago, Curtis Leclerc was a Grade 11 student attending the Health Career Quest Summer Camp at the University of Manitoba. This summer, he is the camp coordinator who just wrote his Medical College Admission Test (MCAT).

"I don't know if I would be in the Access Program or on this path without this camp," says Leclerc, who is a Métis student from The Pas. "Teachers and counsellors need to know how important this is, and how long-lasting its implications are."

In July, the Health Career Quest Summer Camp brings students from remote Northern communities to the U of M. Started in 2008, the camp was designed to inspire Northern Indigenous Grade 11 students with the possibilities of attending university and pursuing health careers. Students live in residence at the Fort Garry campus, and travel to the Bannatyne

campus daily for hands-on experiences in medicine, dentistry, pharmacy, and medical rehabilitation through participation in the Biomedical Youth Camp.

Leclerc found out about the camp from his high school guidance counsellor and a mention in his high school's newsletter. His teachers encouraged him to attend this free opportunity.

The Health Career Quest Summer Camp program is offered through a

partnership that includes U of M's Access Program, Manitoba's Health Care Provider Network, Office of Rural and Northern Health, and the Frontier School Division. Other partners who make the camp happen include U of M's St. John's College, U of M's Ongomizwin Health Services, and Max Rady College of Medicine, in addition to the many areas of the university that contribute time, services, and funds.

For more information, visit UMExtended.ca/Access. ♦

*"With Access, I am not here alone.
I am here with all the support I need."*

Jesse McGregor, U of M student Cree Indigenous from Grand Rapids



ACCESS Program

Discover the path between you and your dreams

The Access Program includes two paths:


The University of Manitoba Access Program (UMAP) supports students in degree and diploma programs at the U of M. It is available to all Manitoba residents, with preference given to Indigenous people, residents of Northern Manitoba, low income earners, and newcomers.

The Health Careers Access Program (HCAP) supports Indigenous (Status, Non-Status, Métis, Inuit) students for entry to health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Rehabilitation Sciences, and Nursing. Students must be residents of Manitoba.

Access students receive:

- Academic Advising
- Personal Counselling
- Full-time Indigenous Unkan (Grandfather)
- Financial Advisor
- Smaller Classes
- Learning Labs
- Tutoring Hours Included
- Connection to the Indigenous Community

To learn more visit www.umextended.ca/access or call 204-474-8000

Extended Education |  University of Manitoba

    #AccessUM

ENGAP

Providing a community of support to engineering students of Indigenous ancestry



This year the Engineering Access Program (ENGAP) celebrated its 134th graduate, making it the most successful transitional program into engineering in Canada for Indigenous people. Some of our ENGAP's graduates were often told that they were not "university material". Many of them never even graduated high school. These same students are now thriving practising engineers, chiefs, band counsellors, and even CEO's of their own companies.

So, what is ENGAP?

ENGAP is a welcoming hub of Indigenous students (Métis, First Nation, and Inuit) studying to become engineers in the Faculty of Engineering at The University of Manitoba. ENGAP offers upgrading courses in Math, Physics, Chemistry, and Intro to Computer Programming in case a student's grades are not yet competitive enough to get them directly into first year classes. We offer academic, personal, and community supports that create a warm and friendly home away from home to help Indigenous students succeed. Our academic advisor is there to assist students with course planning, arranging free tutoring, and registration support.



Once an ENGAP student completes eight of the 12 first year required courses, they can apply to one of the following departments in order to specialize in civil, electrical, computer, mechanical, or biosystems engineering. The Co-op program offers work terms in the engineering industry to facilitate their career path moving forward. The faculty also offers a wide variety of engineering-related extra-curricular teams that design, build, and test electric cars, satellites, and unmanned aircraft, to name a few.

ENGAP has an inviting lounge where students can study together, use a kitchen, and participate in industry-run lunch information sessions. We

This group initiates game nights, fundraisers, and various fun events. ENGAP staff also offer an exam support breakfast, girls' night out, a holiday party, and a few other surprise events.

also have a computer lab and printer available. Our ENGAP Scholarship and Bursary Initiative has tremendous financial support from organizations such as Manitoba Aerospace, Lafarge, Price Industries, Vector Construction, Manitoba Hydro, Engineers Geoscientists Manitoba, and Hatch Ltd. These companies generously provide much-needed scholarships and bursaries to qualifying ENGAP students.

Many of the ENGAP students gain volunteer experience by becoming part

of the student-run Engineering Access Student Association (EASA). This group initiates game nights, fundraisers, and various fun events. ENGAP staff also offer an exam support breakfast, girls' night out, a holiday party, and a few other surprise events.

After five to six years of hard work, interspersed with inspiring and relevant summer work experience, students graduate with a Bachelor of Science degree in engineering. In March of this year, we celebrated the success of

10 Indigenous engineering graduates, our highest number to date! ENGAP honours the success of all its graduates with an evening of wonderful feasting, gifts, and Indigenous entertainment.

Check out our website to learn more about how ENGAP can support your Indigenous students towards a career in engineering. Applications for ENGAP can be found at www.engap.com and are due on May 1, 2020. ♦

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The NMMA in Flin Flon, MB is a collaborative venture of industry, educational, and governmental partners, as well as a variety of community stakeholders.

Mining for career Options

The Northern Manitoba Mining Academy

Mining is an industry of exploration. Twelve men from the northern community of Cross Lake, MB took the challenge of exploration and found exactly what they were looking for at the Northern Manitoba Mining Academy (NMMA).

The NMMA in Flin Flon, MB is a collaborative venture of industry, educational, and governmental partners, as well as a variety of community stakeholders. The mandate is to provide increased access to industrial and mining-related training, specifically for Northern Manitoba residents, like the 12 men from Cross Lake. The objective is to create a knowledgeable, skilled, and sustainable workforce.

In spring 2019, the NMMA partnered with the Northern Manitoba Sector Council, employer Hudbay Minerals, and other stakeholders to offer mining and industry training for the community of Cross Lake. Applicants were screened, assessed, and interviewed, resulting in 12 successful candidates being admitted to the program.



The NMMA partnered with the Northern Manitoba Sector Council, employer Hudbay Minerals, and other stakeholders to offer mining and industry training for the community of Cross Lake.

Training started in Cross Lake with three weeks of life skills education followed by four weeks of essential skills learning conducted by Workplace Education Manitoba (WEM).

"The students were hard-working, diligent, and committed to success," said Guy Row, WEM instructor. "Many of them exceeded the essential skills training objectives, demonstrating their abilities and commitment to learning." The program then shifted to the NMMA in Flin Flon for two weeks, where students were provided with an opportunity to learn about exploration, minerals, and mining.

The collaborative nature of the program gives it a strong foundation for outreach. It is led by a board of directors and established and authorized by the University College of the North (UCN). The NMMA develops and implements strategic training initiatives for new hires and skills enhancement for those already employed. The NMMA also develops teaching, research, and educational linkages with other institutions related to mining and its associated disciplines and northern economic development. Outreach and career-awareness activities are directed at career options within the mining, mineral exploration, and skilled trades sectors.

Hands-on activities with the Cross Lake group included practice time operating heavy equipment in the underground mining simulator and the use of geology laboratory equipment, including petrocult and slab saws, to cut and examine mineral samples. The students demonstrated enthusiasm with their newfound knowledge and skills by bringing their own mineral samples from Cross Lake, following a weekend trip home for further analysis and discussion.

Additional training sessions and presentations from Hudbay

personnel provided the students an opportunity to learn and ask questions of a prospective employer, while increasing confidence in their own abilities.

The program concluded with two days of safety training and site tours at Hudbay operations in Snow Lake. Students stayed overnight in camp accommodations which provided an opportunity "to get a flavour of the living and working conditions", explained Rob Assabgui, vice-president, Manitoba business operations at Hudbay Minerals, adding that all 12 candidates successfully passed the Hudbay hiring assessment.

"We all have personal struggles that we had to overcome in order to complete the training," said Dean Garrioch, Cross Lake student and class spokesman. "But, we have helped each other in different aspects of the training."

An emotional graduation ceremony in front of friends and family demonstrated how proud the students were of their accomplishment. In recognition of their efforts, all 12 students were presented with conditional offers of employment from Hudbay Minerals.

Building on the success of this program, the Northern Manitoba Mining Academy anticipates collaborating with industry and governmental partners on future similar projects. Additionally, NMMA programming has expanded to include professional development topics such as project management and short-duration video conference workshops. Expanding educational, research, and outreach opportunities for the people of northern Manitoba will continue to be the primary objective of the NMMA.

For more information, visit miningacademy.ca. ♦



Hands-on activities with the Cross Lake group included practice time operating heavy equipment in the underground mining simulator and the use of geology laboratory equipment, including petrocult and slab saws, to cut and examine mineral samples.



Giving back while moving forward

"What do you want to be when you grow up?" is a question children get asked all the time. Many can't decide, as they waver between an astronaut or a princess or a hockey player.

"Psychologist" is not an answer one hears very often. But for Valentina McKay, it's exactly what she has wanted to be since she was eight years old.

Even as a young child, McKay had a gift for helping family members mediate arguments. It was a skill her mother recognized.

"I remember my mom telling me I should be a psychologist because they help people with their problems," McKay explains. "And I thought, 'Okay! Cool! That's what I'll be. I can do that.'" But the journey to becoming a student in Booth UC's psychology program was not always an easy one.

McKay grew up in Grand Rapids Misipawistik Cree Nation. With two very supportive parents to encourage her, she learned that the best way to achieve her dream was to further her education and eventually attend university. However, from the ages of 13 to 17 she fell into a deep depression due to the death of her grandfather.

"I took it really hard. His passing hurt

immensely. I couldn't grieve properly and the depression just stayed, and it started to feed off my 13-year-old self's insecurities," says McKay, who adds that it got so bad that she tried to end her life by suicide. "That's when I realized, if I didn't deal with things properly I wasn't going to exist anymore."

With the help of her family and her faith, McKay slowly started to heal and learn how to handle her depression.

"And then, I graduated high school! Which I never thought I would do because I didn't think I would live that long," she explains.

The struggles McKay faced further fuelled her desire to become a psychologist, and that's when she discovered Booth UC. She had heard about the institution through a work experience program and decided to apply. Now, she is about to enter her final year pursuing a Bachelor of Arts degree in Applied Psychology.

Upon graduation, McKay hopes to help Indigenous youth with intergenerational trauma.

"Indigenous communities need more professionals to help with the mental health crisis. I want to be a part of that," says McKay, who also regularly advocates in her home community for more Indigenous young people to pursue education in this area. Her hope is that

"more people go out and be educated, and then come back and help in the community."


McKay's efforts were recently recognized by the Business Council of Manitoba, where she received an Aboriginal Education Award. Award recipients are Indigenous students who attend a post-secondary institution in Manitoba and have demonstrated academic standing, community involvement, and personal achievement.

Along with hard work, McKay credits Booth UC for her success.

"Booth UC really helped me grow into the person I am now, a person I am pretty proud of," she says. "Everyone at the school has helped shape me in some way and for that I am grateful." ♦



McKay's efforts were recently recognized by the Business Council of Manitoba, where she received an Aboriginal Education Award.



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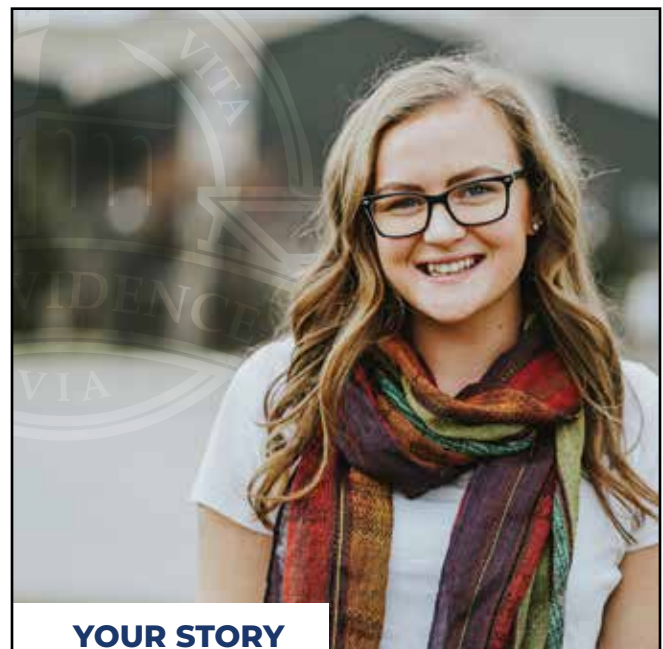
You won't want to miss the week-long Aviation Camp. You'll gain basic ground training and actual flight experience before regular classes even begin. This will prepare you to achieve your PSTAR certification (a student's pilot's license) so that flight training can begin on day one of classes. The Providence Aviation program also puts you in the cockpit in your first year!

In your second year, you'll embark on a week-long flight trip to San Diego and back via the Grand Canyon. With as many as seven planes flying in formation, you'll gain valuable experience and rack up those required flight hours!

Thanks to the in-classroom simulator and wide range of airplanes at Harv's Air, Providence's partner flight school, you'll fly a variety of single- and multi-engine planes while logging valuable instrument training hours.

Providence is one of the few Canadian universities to offer a Bachelor of Aviation in addition to aviation certificates and diplomas. The four-year degree with flight instructor training sets you up for ample employment prospects after graduation. For those pursuing commercial aviation, Providence's partnership with Harv's Air, and by extension Air Georgian (a subsidiary of Air Canada), means Providence grads have excellent connections to join the Air Canada workforce.

Whether you want to be a flight instructor or a private, commercial, military, or medevac pilot, you can gain hands-on training and grow in your knowledge through the diverse learning community at Providence University College. ♦



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Preparing for impact

Work-integrated learning gives students experience for career success



One of the ways UWinnipeg prepares students for success is through opportunities to learn outside the classroom

At The University of Winnipeg (UWinnipeg), students arrive with diverse, untapped talents and emerge as leaders, well-prepared to make an impact in their field.

One of the ways UWinnipeg prepares students for success is through opportunities to learn outside the classroom — by participating in internships, volunteer and co-op placements, and research projects that support local businesses, government, and not-for-profit organizations. These opportunities let students develop their skills and knowledge in a way that complements their educational experience.

For example, outreach programs such

as Let's Talk Science have a huge impact on the students involved and the communities they serve. UWinnipeg's volunteer team has been nationally recognized for its work in Manitoba and across the country, sending university students as far afield as Hall Beach, Nunavut, and Churchill, MB so they can mentor elementary students and inspire educators.

"We are proud to provide students in remote, rural communities with the opportunity to learn how rewarding it is to study science, technology, engineering, and math," said biochemistry and neuroscience honours student, Chelsea Lukawy, after taking part in a week-long Let's Talk Science outreach in Churchill.

UWinnipeg's Co-operative Education Program allows business, economics, and applied computer science students to combine their academic studies with relevant work experience.

Business and applied computer science student Nicole Van Hove said the co-op program offers students more than just work experience. Career preparation activities such as mock interviews and networking opportunities helped her secure a position as a student software developer at Richardson International.

"Co-op really appealed to me because when you graduate you can say you have specific work experiences when you're applying for jobs," she said.

UWinnipeg's Learning Service Program gives Bachelor of Education students the opportunity to combine in-class learning with eight weeks of service at a community-based education agency.

"It opens the doors for students to discover opportunities and develop a bank of experience for when they graduate," said program coordinator Marc Kuly. "The feedback we get from schools is UWinnipeg students are adept at moving into the classroom because they have more contact hours in the community than others do."

Another example of students combining academic credit with on-the-job experience is UWinnipeg's innovative YouthUnited@Winnipeg program, where students spend 15 weeks working with community groups in the North End. The course, based on principles of the Truth and Reconciliation Commission of Canada's Calls to Action, was created in partnership with the City of Winnipeg, initiated by Winnipeg Councillor Brian Mayes, and designed at The University of Winnipeg by Dr. Shauna MacKinnon, chair of Urban and Inner-City Studies.

"I learned an enormous amount of useful skills for future jobs, and working in the inner city was a wonderful, eye-opening experience," said Riley Black, a political studies honours student who took part in the program in 2018.

UWinnipeg students also have many opportunities to take part in hands-on research. While studying toward her Bachelor of Science (honours) in Biology, Breanna Meek worked closely with Dr. Renée Douville on a project studying how our genes may code for a viral protein that can cause DNA damage. This research is part of a larger study developing new treatment options for ALS, a neurodegenerative disease which currently affects between 2,500 and 3,000 adult Canadians.



UWinnipeg students have many opportunities to take part in hands-on research.



Nearly 50 per cent of UWinnipeg students currently benefit from work-integrated learning during their studies.

“The skills I’ve gained working in Dr. Douville’s lab have given me a taste of what the research field is like, inspiring my future career choices,” said Meek who plans to complete a master of science in Bioscience, Technology and Public Policy before pursuing a career in health sciences research.

Nearly 50 per cent of UWinnipeg students currently benefit from work-integrated learning during their studies. Plans are underway to develop even more partnerships with employers and ultimately offer such

opportunities to all of the university’s students — providing valuable experiences to put the theories they’ve learned in the classroom into practice.

When students get the chance to connect with employers and solve real-world problems, it not only prepares them for career success, it helps Manitoba thrive in a changing global economy.

Learn more about UWinnipeg programs at uwinnipeg.ca. ♦



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UWinnipeg students thrive in a supportive, diverse learning environment — where they connect with open-minded learners, caring professors, and brilliant researchers.

uwinnipeg.ca/start-here





MITT's annual counsellors' seminar, Building Futures, took place on Thursday, September 19.

Counsellors' seminar 2019: A first-hand experience of MITT

When was the last time you ate at a new restaurant based on the menu alone? Chances are you looked at reviews online or asked a friend an opinion before booking a reservation. Experience is a powerful tool to not only teach us, but to help offer meaningful advice to others—whether it's recommending a restaurant, or a college or university.

With the new academic year underway, counsellors in schools across Manitoba are no doubt preparing for students who will come to them for advice on whether and where to go to college, as well as help determine career options that suit their interests and abilities.

At the same time, MITT has developed view books and wall charts and other resources to better equip you with the information you need to know about our institution. We're also firm believers that MITT is best experienced in person and this is the impetus behind our annual counsellors'



Led by the domestic recruitment team, the event offered counsellors and agencies from across Manitoba informative presentations, campus tours, as well as opportunities to ask program- and industry-related questions.

seminar, Building Futures, which took place Thursday, September 19. It's a great way to kick-off the academic year with some of the college's most important partners.

Led by the domestic recruitment team, the event offered counsellors and agencies from across Manitoba informative presentations, campus tours, as well as opportunities to ask program- and industry-related questions that will help them gather information they need to help prepare their students for the transition to college life. This year MITT showcased its IT programs and guests got a behind-the-scenes look at our Software Developer, Cyber Defence and Cloud Administration, and Network Security programs.

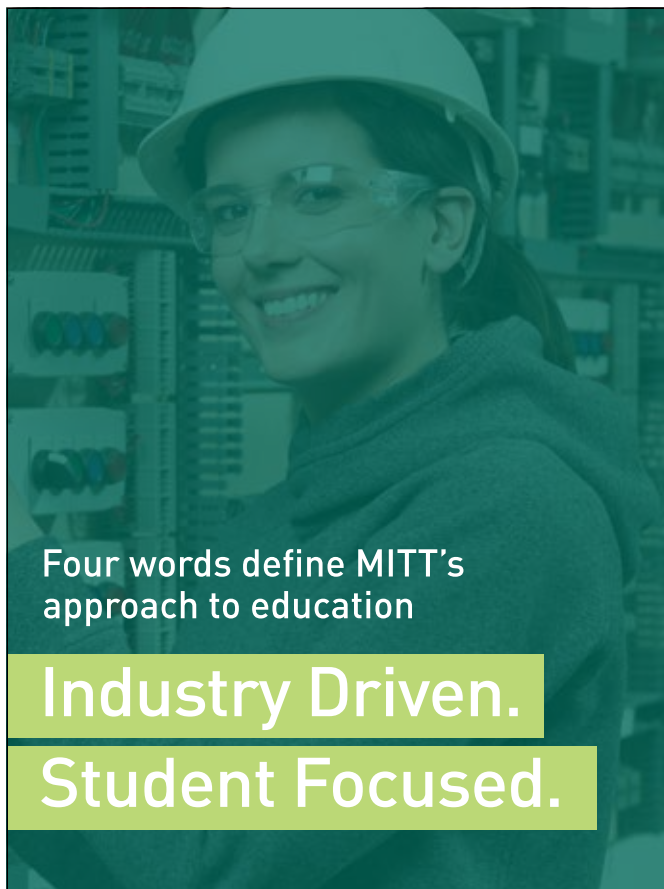
"We really enjoy the opportunity to personally connect with counsellors and share the passion we have for MITT," says Cary Tardi, coordinator, recruitment and pathways. "Most educators know MITT for its reputable skilled trades programs, but it comes as a surprise to many that we also offer high-demand programming in hospitality, health care, and information technology. We're also the only college in Manitoba that incorporates employability skills training into each of our programs, and counsellors are always impressed by our innovative class spaces and student supports."



One attendee offered this effusive description of their experience on-campus, "Open, friendly, focused on student success, impassioned instructors, progressive, cutting edge ... I could go on and on!"

If you were unable to attend this year's counsellors' seminar, but would like more information about MITT, please contact student recruitment at (204) 989-6541, or recruitment@mitt.ca.

You can also experience MITT in-person throughout the year by booking a campus tour at mitt.ca/tours. ♦



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Their combination of focused theoretical knowledge and sophisticated practical expertise guarantees that technicians and technologists make a difference in nearly every facet of their business. If it's made, designed or researched in Canada, chances are it passed through the highly skilled hands of a technician or technologist.

Interested?

If you want to become one of Canada's technology professionals, here are some questions you should ask yourself:

- Am I good at math and science? Do I enjoy these courses at school?
- Am I creative? Do I enjoy tackling new challenges, figuring out problems, or making things work better?
- Am I a team player? Do I like working with other people?
- Do I have good communications skills?
- Do I like working outdoors?

If you answered, "Yes," to some or all of these questions, a career as a technician or technologist may be just what you're looking for!

What Next?

First, do as well as you can in your elementary and high school math and science courses.

Second, select an applied science or engineering technology program at a Canadian community college or post-secondary technical training agency. You can speed up the process of becoming certified by graduating from a post-secondary technical program that is nationally accredited. There are over 240 nationally accredited post-secondary technical programs in Canada, so you have a lot of great choices.

School counsellors should note the variety and diversity of disciplines available when highlighting the following technician and technologist careers:

- Architectural
- Environmental
- Geomatics
- Municipal
- Structural
- Communication Technology
- Electrical
- Electronics
- Instrumentation
- Mechanical



National Skilled Trades and Technology Week (NSTTW)

CTTAM partners with Skills Canada Manitoba to promote awareness around the many career opportunities in skilled trades and technology in Canada. During NSTTW, organizations from across Canada get involved for a week in a hands-on way to promote skilled trades and technology careers to youth, parents, and the public.

The Model Wind Turbine Competition is open to Grade 9 and 10 students across Manitoba who have an opportunity to use their knowledge, skills, leadership, teamwork, and ingenuity to design and build a working model wind turbine in a one-day competition.

Teams of four students from the same school will design and construct a working model wind turbine. The students will be given specific materials to construct the wind turbine and will have approximately two hours of building time at the competition site. However, teams may not pre-construct a model wind turbine to use during the competition.

The model wind turbine will need to be solidly constructed and able to generate electrical power, which will be measured. Wind simulation will be created by a fan situated at a measured distance from the wind turbine being tested.

Model wind turbines are judged in three categories: (a) design; (b) construction; and (c) voltage-generating capacity. Each wind turbine design and construction is judged by a panel of expert judges. Turbine voltage-generating capacity is measured electronically and competitively in a progressive play down. Three trophies are awarded, one for each category.

For more information, please go to www.skillsmanitoba.ca/program or contact Skills Manitoba by email, skillsmb@skillscanada.com. ♦



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Exploring careers in music?

Consider Metalworks Institute for your students

"What do you enjoy doing? What do you know you want to do? What do you get excited about?" You've probably asked your students these questions a thousand times. How often do your students reply: "Making music", "travelling", "going to concerts"? These interests can be the first step on the road to a meaningful career in the music and entertainment industries.

Technology is causing the entertainment industry to change at an unprecedented pace, resulting in the need for new highly skilled creators, operators, and coordinators. It has also become increasingly important for entry-level professionals to have a comprehensive and diversified understanding of a wide range of subjects related to their career path. Whether it's music business, music performance, live show production, music composition, or audio recording and production, there are a myriad of career opportunities available to those who develop the right skills.

Metalworks Institute's diploma programs parallel these growing and shifting demands. Drawing on over 40 years

of award-winning experience, Metalworks Institute not only delivers the world-class expertise of both Metalworks Studios (17-times winner of Canadian Music Week's Recording Studio of the Year) and Metalworks Production Group (Canadian Music Week's Live Music Industry Awards' A/V Production Company of the Year) to students, but also offers students an educational foundation formed by genuine industry success.

All of our diploma programs have been developed by Metalwork's own management, faculty, and technical staff

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exclusively. Metalworks Institute's cutting-edge curriculums ensure a pedigree that is not attainable anywhere else, as well as an exciting educational culture unique to our campus.

In addition to preparing students within their academic fields, Metalworks Institute provides graduates with the fundamental skills to communicate, solve problems, and to work both independently and collaboratively towards rewarding and fulfilling careers within the entertainment industry. It's no surprise that Metalworks graduates are now employed at some of the industry's best companies, including Technicolor, Universal Music, OVO, Live Nation, Maple Leaf Sports and Entertainment, AVID, Last Gang Entertainment, The Agency Group, Canadian Music Week, and many others. We are also pleased to see many of our graduates making music headlines as they work with top artists including Drake, The Glorious Sons, Shawn Mendes, The Weeknd, Mother Mother, Daniel Caesar, Jessie Reyez, and many others, or as artists themselves – Arkells, Stefan Guy, and NAV just to name a few.

The landscape of the entertainment business is changing faster than ever before, with new opportunities opening up every day. So, the next time you chat with a student who's passionate about music, consider a future in entertainment media. ♦



Metalworks Institute's cutting-edge curriculums ensure a pedigree that is not attainable anywhere else, as well as an exciting educational culture unique to our campus.



Metalworks graduates are now employed at some of the industry's best companies.

Music Therapy degree opens worlds of opportunity for graduate

BY NICOLIE KLASSEN-WIEBE



Rebekah Miller graduated from CMU with a bachelor of music therapy in 2018.

Rebekah Miller sees the effects of music's transformative power in countless different ways every week. No two days on the job are ever alike for the music therapist and educator.

"One day I'm working with two year olds and then the next I'm working with 102 year olds," says Miller, who graduated from CMU with a Bachelor

of Music therapy in 2018. "What I love the most about my work right now is the diversity. I love working with different age groups and having different goals."

Every day brings a new challenge and focus. She teaches private violin lessons in Winkler, MB one day and on another she runs music classes for children ages one to five through Prelude Music, a music therapy and education business. Using shakers, bells, and singing, she helps kids learn colours, shapes, and their first music.

Miller also does music therapy in Winnipeg several days a week, both through private contracts and with Prelude Music. She sings and plays violin, guitar, and piano, using those skills to work with various ages, from children to seniors in personal care homes.

"I love my music therapy work so much because it's about connecting with others through music," she says. "It uses music as a vehicle to help emotional, social, spiritual, and physical needs... that's what music is all about for me, it's finding joy and meaning in life."

Music therapists often work with people who have limitations and don't respond to other types of therapy or use music therapy in addition to other therapy, Miller says. Music often works

in special ways that other types of therapy might not.

"Some of my residents [in the personal care home] may not be able to speak anymore or remember things, but through music they are able to verbally communicate at times and reminisce about experiences," she says.

At the beginning of September she was introducing music for spring, which helps clients with dementia remember and adjust to the change of seasons. These were the same residents that couldn't speak or remember much, but could sing every single word of "You Are My Sunshine" from memory.

It's because of CMU that Miller got her private contract at the personal care home. She did a practicum and internship for her degree and they ended up loving her and music therapy so much that they hired her after she finished her placement.

She also did several other practicums during her degree. Miller says the extensive practical experience the music therapy degree requires benefits her now as a professional and helped her get to know other music therapists and facilities in the community that use music therapy. She is now a supervisor for a CMU music therapy

student, giving back to the program that gave her so much.

Miller's plan wasn't always to be a music therapist, though. When she started at CMU, she didn't think she could pursue that path because her piano skills weren't strong enough. But as she studied, she realized with her other strong music skills, hard work, and support from faculty that she could make this her future.

"The faculty really strive to help their students learn and be the best students they can be," she says. "With the help of the faculty in the music department, an unrealistic dream for me became a reality."

Visit cmu.ca to learn more about CMU's music therapy degree and other academic programming. ♦



Students in CMU's music therapy degree program.



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Camp Cedarwood, just outside Lac du Bonnet, Manitoba, is the perfect place for your students to reconnect with nature and life away from a computer screen.

Get your students outside!

Camp Cedarwood – more than just a summer camp

As an educator, you may be concerned with how much time your students spend staring at computer screens, and how little physical activity they're getting. It's time to get your students active and outside!

Best known as an amazing, all-inclusive summer camp experience designed exclusively for teenagers, Camp Cedarwood, just outside Lac du Bonnet, Manitoba, is the perfect place for your students to reconnect with nature and life away from a computer screen.

From September to June, the resort-like facilities at Cedarwood are available to many kinds of groups, in particular, school groups looking for a unique outdoor education experience. Their environmentally friendly, geo-thermal climate control system offers air-conditioning for those hot summer months and cozy warmth, with the addition of two fireplaces, on those frosty winter

retreats. With over 20 available activities, fantastic food, two theatre-style multi-purpose rooms and two indoor recreational rooms, groups are never at a loss for something to do.

"We really enjoy sharing our great facility all year long. In the summer we run an awesome camp for youth, and during the academic year we are able to host several school groups," says Kim Fast, director of Camp Cedarwood. "Our facility comfortably accommodates a group size of just under 100, and we offer many different activities that are best suited for those Grade 6-12. We have been able to offer a great menu and are able to accommodate for many different dietary needs. It is a privilege to see so many young people enjoy what we have to offer."

Inside the lodge, Cedarwood has billiards, table tennis,



With over 20 available activities, fantastic food, two theatre-style multi-purpose rooms and two indoor recreational rooms, groups are never at a loss for something to do.



Outside, groups can use the climbing wall, beach volleyball court, kayaks, archery equipment, canoes, mountain bikes, skateboard park, basketball court, and soccer fields.

foosball, air hockey, and a bouldering climbing wall. Outside, groups can use the climbing wall, beach volleyball court, kayaks, archery equipment, canoes, mountain bikes, skateboard park, basketball court, and soccer fields. In the winter, groups enjoy the thrill of flying down an impressive tube slide, spending time ice fishing, ice skating, or taking a serene winter wonderland trek on snowshoes or cross-country skis. Groups can also relax in one of the two hot-tubs after a wagon ride or a rousing game of broomball. In all seasons there is fire pit available to relax and roast a marshmallow or cook some bannock.

"As a teacher, I've been coming to Camp Cedarwood with school groups for years and it's always the highlight of the year for both my students and [myself]," says David Law, teacher at Seven Oaks School Division. "I have taken groups to other camps, and Cedarwood - with its multitude of outdoor and indoor activities, its amazing food, and its size - has consistently provided the best overall experience."

For more information on how you can book an amazing experience for your students at Camp Cedarwood, visit www.campcedarwood.com, email the camp at cwrentals@yfcwinnipeg.ca, or call 204-345-8529. ♦



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Exploring your career options in Manitoba

BY JACKELYN TSOURAS

From the time we can all remember, someone has always asked, "What do you want to be when you grow up?" Children and teens are often unaware of the numerous and unique jobs all around them. Manitoba Career Prospects is a resource for students, parents, and educators on the wide variety of careers available in our province.

Manitoba Career Prospects is a provincially funded program that represents the Manitoba Sector Council Program and industry-based organizations. The Manitoba Career Prospects website provides services, including a career

exploration portal, several job boards and the ability to book industry-specific career presentations and tours.

Educators are encouraged to not only use the website to its full potential, but to book a speaker, a tour, and/or a career fair display. Manitoba Career Prospects is helping to bring industry directly into the classroom. The Career Exploration Portal, available at www.manitobacareerprospects.ca, allows a user to search and explore the many rewarding and exciting career opportunities available in a multitude of industries in Manitoba. The website is also host to numerous highlighted



Manitoba is **RICH** with career OPPORTUNITIES

employers in each industry, giving an idea of jobs they typically hire for and what a successful candidate would look like.

Manitoba Career Prospects is also represented at career fairs all over Manitoba to bring awareness of the various careers, in the various industries throughout the province, as well as all the free services available through the program.

Whether you are a student wondering what career path to take, a parent looking for their child, or an educator looking for their students, Manitoba Career Prospects has something for you. ♦

Jackelyn Tsouras is the Manitoba Career Prospects coordinator.



Manitoba is rich in career opportunities.
We're here to help you help them explore the options.



EXPLORE

career opportunities in
Manitoba

The Manitoba Career Prospects Program gives you and your students the ability to connect and engage with industry professionals in one-on-one scenarios. Use our website to explore some of the careers available in a variety of industries.



CONNECT

with Manitoba's leading
industries

- **Request a speaker** to come to your school
- **Schedule an industry tour** so they can get a first hand look at different work environments
- **Book our display** for your school, or
- **Arrange an informational interview**



ENGAGE

with employers and
industry representatives



**MANITOBA CAREER
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EXPLORE • CONNECT • ENGAGE

We're here to help you help your students find rewarding careers in Manitoba. Visit our site: manitobacareerprospects.ca

Prep Skills prepare students for success

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With Preparatory Skills courses, students can build their skills, refresh their knowledge, and earn pre-requisites in anticipation of their university studies.

Chemistry Skills

When students prepare for university chemistry with Chemistry Skills, they are a step ahead of their peers who earned their prerequisite in high school or through an evening school program, says James Xidos, senior instructor, Chemistry at the U of M. That's because the Chemistry Skills course is designed by chemistry experts to prepare students specifically for Chemistry 1300. Also, during the fall and winter, the course is offered online so it requires students to practice the same time management skills required for success in their university studies. During the summer, it is offered in the classroom.

Chemistry Skills is designed specifically to lead to success in Chemistry 1300, says Xidos. "The course is taught as if you have never done any chemistry. We teach it from scratch, looking at the basics of the scientific process, atoms, the periodic table, basic reactions, naming, and basic math I call recipes."

Physics Skills

Physics is a branch of the natural sciences, says Andriy Yamchuk, Physics Skills instructor and technical support for the Department of Physics and Astronomy at the U of M. "We look at the natural world around us and try to explain the concepts, with mathematics and models."

Students can prepare for university physics with Physics Skills, whether they have completed Physics 40S in high school or not. For those who will take Physics 1020, Physics Skills offers an early start as it uses the same textbook and covers the same materials, at a faster pace, and more. Both courses are algebra-based.

For those who will take Physics 1050, a requirement for engineering and physics programs, they will also prepare for

some concepts, but this course is calculus-based and has a calculus co-requisite.

Students can also meet some technical program physics requirements with this course, says Yamchuk.

Math Skills

"There is an issue with the transition from high school to university," says Michelle Davidson, associate head undergraduate, Department of Mathematics, U of M. "Students come with weak algebra skills. Students with very good high school marks in pre-calculus are not successful in calculus courses. They may not realize their math skills are weak."

Whether you need a refresher, or a prerequisite, there is a Math Skills course for you. Math Skills includes two courses: MSKL 0050 – Basic Skills in Mathematics, and MSKL 0100 – Mathematical Skills.

"Math Skills 100 makes students calculus-ready," says Davidson.

Students going into first-year university math course numbered 1200 or higher, including 1500- basic, 1510- for engineers, 1520- for management and social sciences, 1230- for math sciences, and more can benefit from Math Skills 100.

Students going into math courses numbered under 1200, including 1010, 1020- math and art, and 1080, 1090- mathematics of reasoning, for teaching, can tune-up their math skills with Math Skills 50.

Math Skills 50 is also a tool to prepare for Math Skills 100, if needed.

Extended Education offers a math skills diagnostic test. If a student passes it, they are ready for Math Skills 100. If not, they should prepare for Math Skills 100 with Math Skills 50.

Learn more about Prep Skills at UMExtended.ca/PrepSkills. ♦



The Harris Institute specializes in comprehensive audio and music industry education taught by active award-winning leaders.

Harris Institute

achieves 100 per cent graduate employment rate

The Ministry of Training, Colleges and Universities issued new key performance indicators (KPI's) for Ontario's private colleges. The Harris Institute is the only post secondary school in North America to achieve a 100 per cent graduate employment rate, a 100 per cent graduate satisfaction rate, and four zero per cent student loan default rates.

The college specializes in comprehensive audio and music industry education taught by active award-winning leaders. Twelve-month diploma programs start in March, July, and November.

Harris Institute ranked best private school for a seventh consecutive year in the 2019 Media Arts Education Report, and

it is the only school outside the U.S. in *Billboard* magazine's Top 11 schools.

The college's alumni are in leadership roles in every area of the Canadian music industry. They have established a wide range of successful companies since the school's inception and won or were nominated for 247 awards in the last two years. Harris Institute is the only school where graduates have won all the major music, film and television awards – Grammy, Emmy, Oscar, JUNO, and Canadian Screen Awards. John Harris, the college's founder, received the Cashbox Legacy Award in 2018 as a Canadian music industry builder and educator.

A unique partnership with the University of the West of Scotland enables Harris graduates to earn BA and BSc degrees at UWS in eight months on full scholarships.

The college's Arts Management Program has achieved an unprecedented eight annual zero per cent student loan default rates and its Audio Production Program has achieved six.

Harris Institute is celebrating its 30th anniversary in 2019. Upcoming one-year diploma programs start on November 11, 2019 and March 23, 2020.

For more information, visit www.harrisinstitute.com. ♦

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While studying at SAE, students have the opportunity to obtain high-sought-after certifications in industry-leading audio software.

SAE Institute Vancouver:

A global leader with a local history

North Vancouver isn't exactly the first location you might think of looking to get world-class training in music production techniques, but that's exactly what you'll find at SAE Institute Vancouver.

Founded in 2004 as Harbourside Institute of Technology by one-time CCMA producer of the year Tony Rudner, this two-room schoolhouse has been carving out a niche amongst music industry hopefuls for the last 15 years. While other Metro Vancouver music production schools are shuttering their doors or struggling to stay alive, the future has never looked brighter for SAE.

Following the school's acquisition in 2017 by the aptly named SAE (School of Audio Engineering), the world's largest audio engineering educator, the facility has enjoyed the palpable benefits of having the support of such a large company, while still managing to maintain the friendly-yet-focused atmosphere that has allowed them to securely maintain a foothold in the Vancouver market and a reputation as the best choice for

learning hands-on music production techniques.

While studying at SAE Vancouver, students have the opportunity to obtain highly-sought-after certifications in industry-leading software DAWs Pro Tools and Ableton Live. They also get to work in a world-class recording facility designed by the late John Vrtacic.

Throughout their studies, students at SAE navigate through the three main areas of study: Audio Engineering, Electronic Music Production, and Post Audio.

The Audio Engineering component of the course mostly involves hands-on learning in the studio recording live instruments, working with analogue hardware, complex signal flow and routing, and advanced microphone techniques, among other practical applications.

The Electronic Music Production component is a deep-dive into the ins and outs of Ableton Live and its proprietary Push

2 hardware controller. This is where the bulk of the work is done within the software, introducing students to the world of MIDI and software synthesizers, as well as loop-based recording techniques and live performance workflows.

The Post Audio component of the program is focused on giving students the skills they need to excel in the field of sound for film and TV, as well as game audio. Students learn valuable skills such as foley recording, sound design, sound FX, and automated dialogue replacement. During this portion of the program, it is not uncommon to walk in on a class in the studio while they are dropping a watermelon from a six-foot ladder to simulate a zombie's head smashing in a scene of *The Walking Dead*!

Truth be told, SAE Vancouver offers a truly unique and personal experience for students who are looking to learn the skills they need to start a career in the audio industry. The Audio Engineering and Music Production program runs nine months and has quarterly start dates in January, April, July, and October.

For more information, check out the school's website at: canada.sae.edu. ♦



SAE Vancouver offers a unique and personal experience for students who are looking to learn the skills they need to start a career in the audio industry.



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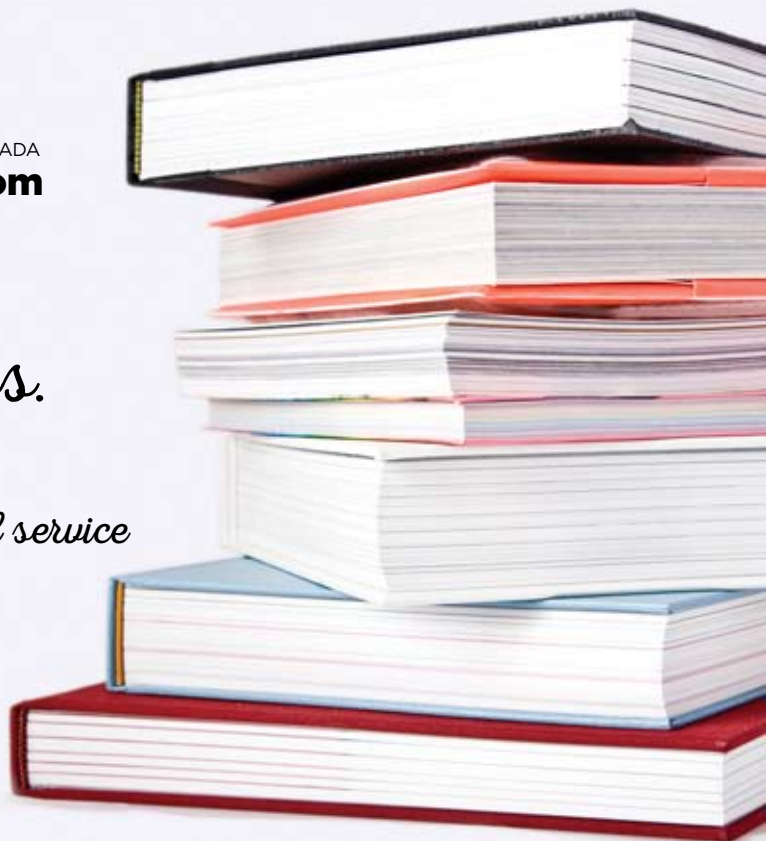
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